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ABSTRACT

A Consumer Education course was held for parents of students who had previously taken the course. Classes , held for three hours on 14 Sundays, were attended by 12 mothers of students. The course included instruction in the following: clothing, food, family living, and housing, with consumer education stressed in all these areas. Students were rated after each class period using the following devices: Pupil Needs; Choice of Activity Leads to Meeting Pupil Needs; and Characteristic Traits Describing Individual's Progress. Evaluations were also made of Influence of Teacher on Students and Adult Education Progress Chart. The evaluation charts are provided. (DB)

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ADULT

CONSUMER

EDUCATION

ADULT CONSUMER EDUCATION

Conceived, Conducted and Written
By

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SUBMITTED TO

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April 2, 1970

Dear Parents,

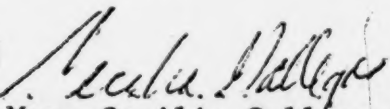
I would like for you to read the following information in regard to an adult class that I would like to start soon. The information pertaining to the class has been explained in as much detail as possible.

I would also like to relay the findings of this class to the betterment of the Home Economics Program.

Your coming to this class will be on a volunteer basis and will be greatly appreciated. I am sure that you will have questions to ask me Sunday when you come to the meeting.

Hoping to see you Sunday!

Sincerely,



Mrs. Cecilia Gallegos
Home Economics Teacher

Enclosure



ADULT HOME ECONOMICS CLASS

What will the class offer?

The class will offer all subjects taught in the regular Home Economics Program plus any related subjects desired by the group. The Home Economics Program offers the following subjects: Foods, Child care, Housing, Care of the Sick and Injured, Art, Good Grooming, Family Relations, Clothing, Safety in the Home, and Consumer Education which is the study of time, energy, and money. Consumer Education will be correlated with all units of work.

Why is the class being offered?

The purposes of the class are:

1. To better the relations among parents, teachers, and students.
2. To acquaint the parents with the program and facilities that the department of Home Economics has to offer.
3. To improve household management and relations within the family.
4. To reveal the students interests and concerns for homemaking.
5. To find out how much more effective the teaching of Home Economics to parents is when a member of the family has already been instructed in the same unit of work.

Who will teach the class?

Mrs. Gallegos will be the head teacher. Miss Rodriguez may assist Mrs. Gallegos from time to time. Guest speakers and demonstrators will be invited from time to time when needed.

Who may enroll?

Parents of students who have been enrolled in Home Economics classes or who are presently enrolled. Special permission may be granted to other interested persons. Home Economic students may accompany their parents.

Where will the classes meet?

For the most part the classes will meet at the West Las Vegas Home Economics Department. Field trips will be made possible when needed.

When will the classes meet?

The class will meet once a week for two hours. The day and the time depend on the students and teacher. Interested persons will meet at the West Las Vegas Home Economics Department on Sunday, April 5, at 2:00 p.m. to further discuss the class.

DEFINITION OF TERMS

Adult Education - defined by the Encyclopedia Britannica is an educational movement for men and women, young and old who no longer are in contact with formalized education, whose primary interest in their own educational improvement as a sustained and continuous process.

The Evidence of Practice - defines the trait used to describe the personality characteristics in the evaluation form titled, "Characteristic Traits Describing Individual's Progress."

LIMITATIONS OF THE STUDY

The limitations of the study reflected more on the uncertainties of the teacher than any other factor. I felt inexperienced; I had never taught an adult class where so much freedom was to be given. I was afraid of chaos.

Since these ladies had so graciously volunteered to help me with my research findings, I felt that it would be best for them if I didn't place restrictions such as, being on time to class, remaining in class throughout the whole period and leaving the class when desired. I felt that I was imposing on them by having them give up two to three hours on Sunday to come to my class. At the same time, I felt completely sure that I wanted my class to be a success.

I felt indebted to the following people: Mrs. Hilda Majors, my Mini-grant sponsor; Miss Wilma Ludwig, State Supervisor of Home Economics Education; the West Las Vegas School Board of Education and its School Administrators; the Home Economics Profession; and last but most important, Dr. Jack W. Mears, New Mexico Highlands University, who so graciously and attentively listened, analyzed, and gave me permission to submit and work out the proposal which was to also earn me four hours of graduate work at Highlands University.

Another limitation was the fact that the West Las Vegas School System had never initiated a class on adult education. A great deal of time was spent on organizing instructional materials and learning about the developmental tasks for that age group.

Chapter I

DESCRIPTION OF PROJECT

The research method that will be used in this project will be descriptive. For the most part, the evaluating devices will be descriptive. The project will not be controlled in the sense that the subjects will be divided into groups. There will be times when the sampling will be evaluated individually while there will be times when overall evaluations will be performed. The purpose of the evaluation will determine the style and kind of procedure to be used. The project will be controlled in the sense that these are not ordinary parents; they are the parents of students who have been instructed in the same units of Consumer Education that compose the Adult Class.

Statement of the Problem

A semester course in Consumer Education has been taught to volunteer senior boys and girls at the West Las Vegas High School Home Economics Department. The core of the class contained a consistent study in effective uses of time and energy with emphasis on money management.

Problems

How much more effective is the teaching of Consumer Education to volunteer parents when the family's senior boy or girl has been instructed in the same course of study? What distinct improvements reflect the household of these students?

Hypotheses

The teacher and the students who have been instructed in Consumer Education have judged and accepted the program as an integral part of education in order to prepare young people and adults for competent and effective utilization of their incomes. Consumer Education has multiplicity as it lends to correlation of other subject areas in Home Economics.

Similarities, Differences, and Unknown Factors of Both Projects

The following are similarities of the classes:

1. The parents will be working with the same subject matter.
2. They will be instructed by the same teacher.
3. They will be instructed at the same place.
4. The classes will be sponsored by the same board of education and under the same administration.

5. The facilities will be those used by the first class.
6. The research will be evaluated by the same instructor, Dr. Mears from Highlands University.
7. The classroom will be set up for both male and female students.

The following are differences of the classes:

1. The age of the students will be different.
2. The maturity of the students will be different.
3. The first class was composed of senior boys and girls who met for one hour daily, five days a week for a period of eighteen weeks. This involved a total of ninety hours. The second class will be held for a period of twelve weeks, two hours a week which composes a total of twenty-four hours.

The following are unknown differences of the class members in the adult group:

1. The mental abilities,
2. The social, physical, and emotional stability of the adult class, and
3. The attitudes and capabilities.

Evaluations

The following methods of evaluations were used for the subjects of the first project. These methods will also be used for the subjects of the second project with reservations.

1. The kind and length of participation in discussions pertaining to reading, field trips, movies, speakers, pictures, recordings, etc.
2. Observations,
3. Life situations,
4. Free anonymous letter writing,
5. The use of incomplete stories,
6. Dramatization and/or role playing,
7. Tape recordings,
8. General appearance of the student,
9. General upkeep of department
10. Attitudes,
11. Facial expressions,
12. Cooperation,
13. Class attendance,
14. Skills accomplished, and
15. Enthusiasm for class and in class.

Results

The results may be translated by the use of some of the following methods that were also used for the first project:

1. Graphs,
2. Statistics,
3. Annals, logs, or anecdotes,
4. Progress chart where a detailed plan is followed,
5. Pre and post tests,
6. Written and oral tests,
7. Oral and written reports,
8. Before and after pictures
9. Experiments, and
10. Charts

Chapter II

OVERVIEW OF ADULT EDUCATION IN THE FIELD OF CONSUMER EDUCATION

The subjects of Consumer Education consist of the management of time, money, and energy. These subjects will be the core curriculum of the Adult Education Program. Lesson planning should incorporate all three phases in order to accomplish the goals for the class. It is expected that there will be interaction among the three areas and the knowledge and skills in the Homemaking Program so that each is influenced by the other. The areas of concern for Homemaking Education are foods, clothing, good grooming, child care, family living, housing, related arts, health, and home care of the sick. The Consumer Education subjects should act as the core study for all areas.

It would be ideal to have adult classes family centered, involving all family members who have a desire to participate. For instance, although many homemaking subjects have traditionally involved only women, men students find valuable and rewarding such subjects as housing repair and upkeep, cooking, and managing the household income. Former Consumer Education students may find it interesting and challenging to work with their mothers from time to time. In addition, simple homemaking skills may become part of the children's education and may take the place of a pre-school program.

Most adults in the low economic population of New Mexico are seriously handicapped when it comes to the management of time, energy, and money, in particular. They lack communication skills, know-how, and confidence. All of these "lacks" contribute to what appears on the surface to be an attitude of disinterest and inability to want to better themselves. Experience and practice in these "lacks" enhance their management of time, energy and money and bring about personal satisfaction as well as long-range adjustment patterns towards new and better ways of life.

The program of adult education has developed because the environment of the individual demands that he acquire new knowledge and new skills; knowledge and skills which run in coherence with those of their school children so as to better understand the family unit.

Evening instruction in the area of Home Economics for adults, for the most part, has dealt with isolated household activities. Today's era calls for more and better integration of subject matter, especially in the area of Consumer Education. Technology is providing the individual with a continuous increase of leisure time and energy. Leisure time and energy that need to be planned for in a cooperative and constructive manner so as to better the welfare of the family. Cooperative family budgeting in an era of inflation certainly cannot afford to take a back seat. Cooperative budgeting can enhance the comforts of living and family relationships.

Experience with evening adult classes reveals that the short unit course is the desirable basis of organization for such classes. The short unit course has a definite aim, is complete in itself, and is open to persons unable to attend classes for long periods of time. Grouping the work into units offers a variety of choice; thus, giving an opportunity to the woman to choose only such work as fits her particular need. The instructor ought to encourage the students to attend all units if feasible.

Practical problems ought be set up for class discussion. This gives the group an opportunity to work out a solution to satisfy the varying needs of the members of the class. The class members will be encouraged to accept responsibility and become independent workers and independent thinkers. Provocative, creative, and scientific thinking will be encouraged. The class members will draw the conclusions to problems with the teacher as background for guidance and encouragement. The class functions will be aimed to help each individual student attain maximum development in morality, mentality, emotional stability, and to develop physical powers to attain desirable and personal goals for a happier and richer life. Group work or the group process approach will be a refreshing and rewarding approach for such a class. Emphasis is best placed on providing the students with discussion experiences. Students need to gain a feeling for participation in discussions and evaluations. In this area and with these type of students "doing and practice" become more important than "learning about." It becomes the task of the group leader to encourage exploration and to meet any real problem as one worthy exploration.

Present day needs are of greatest importance to the families. The teacher must become aware of their needs and try to adapt teaching materials accordingly as well as to help them see value in planning for the future.

Equipment, foods, and materials that are used will initially center around those presently found in the homes of students. The appreciation and use of existing homemaking skills is necessary. Other equipment, food, and materials will gradually be introduced because these will extend the student's knowledge.

Many teachers fail at the task of leading groups into discussing their problems because they impose their own problems. When this occurs, false problems are discussed and little practical experience is gained. Practical issues for discussion should be those that unite rather than divide the group. In regard to the supervisory role, there are some basic understandings which the leader needs to gain. She must understand her own feelings about being a supervisor, about the purpose of supervision, and about accepting the responsibility to help other people learn and perform better. She must understand their motivations and needs. She must also understand what contributions resource people can make toward meeting the needs of individuals. The good instructor is one who finds herself dealing with the student and the personal needs of the students in addition to the subject matter which the student has elected to learn. The teacher becomes a guide, and interpreter, and a counselor.

The evaluating devices for the group will be those which the group and the teacher decide as being most desirable and reliable. The leader should realize the need to evaluate the effectiveness of the resources used. The leader should use the evaluation process as a means of self-analysis, as a means of determining strong and weak points, and also which areas need improvement.

Groups should be organized around those issues that are simple and represent the most common denominator of interests expressed by the majority.

The goals for the class should be obtainable within a definite span of time. The goals must be in accord with the abilities and capabilities of the students. Early success is important to the student. Learning experiences must be selected with this in mind. Rules accepted by the group as guides for conduct should be respected because they should be set up by mutual consent. Also, rules should be changed when needed by mutual consent.

Conversational Spanish may be used as the main method of communication, if it means learning the most for the majority of students. We should be aware of the goal of teaching each student a functional use of English as a second language, and to provide basic skills in reading and writing ability when feasible. The teaching of homemaking skills, Consumer Education, and literacy will be combined in most class sessions.

The classes will meet at the West Las Vegas High School Home Economics Department. It will be the prerogative of the class and instructor to make arrangements for the following:

1. The day and time for meeting classes.
2. The areas in the Homemaking Program to be studied (All must be correlated with Consumer Education.)
3. Course of subject procedure. (It should follow a sequence.)
4. Student and teacher self evaluation.
5. Subject matter evaluation.
6. Incorporating other agencies so as to enrich the program and bring about student progress.
7. Stop any intrusion that may hinder the Adult Education Program.
8. Class dues or other expenses.
9. Class rules and regulations.
10. Publications.

IDENTIFICATION OF HIGH INTEREST AREAS

The identification of high interest areas in the illiterate or undereducated adult is one of the most important ways in which the teacher can help students. Social contacts are limited and there are many things the undereducated student does not know -- his rights and responsibilities in the community, the state, and the nation; the resource persons and agencies within his community; how to get the most for his money; what jobs are possible or what kinds of education he must have to be able to qualify for them.

Suggested areas which are frequently of high interest to the undereducated adult are as follows:

1. The family
2. The home
3. The neighborhood
4. Foods
5. Clothing
6. Furniture
7. Shopping
8. Installment plan buying
9. Occupations, vocational training, retraining, employment agencies, technological implications
10. Banks
11. Different kinds of charge accounts
12. Social security and unemployment insurance
13. Insurances of all kinds
14. Payroll deductions and taxes
15. Unions
16. Health
17. Fire and accident prevention
18. Amusements
19. Community agencies and services
20. Local, state and national government
21. Civic problems and responsibilities
22. Delinquency
23. Law enforcement
24. Rights of minorities
25. Progress of minority groups
26. Social ills -- drugs, smoking, sexuality, inflation, etc.
27. History of education
28. Rearing of children
29. Obedience
30. Discipline

A teacher should be ever-observant and on the alert for subjects of high interest on which to base group discussions. Here are some of the ways in which high interest areas can be found:

1. In conversations with students, the teacher should listen for recurring themes.
2. In a discussion built around current events, notice as to which article a student selects first. The selection may offer important clues to a student's interest.
3. In free reading time, notice which books a student chooses or which articles or stories he wants to read in a magazine or newspaper.
4. In a listening exercise, the teacher can read selections on the suggested interest areas. Notice which students respond with enthusiasm to certain subjects.
5. Speaking or hobbies is another means of detecting the students' interests.
6. After a field trip, notice what individual students report in the discussion after the trip.

TENTATIVE PLAN OF WORK FOR ADULT CLASS

The course may consist of the following subject matter which may be divided into five units:

Unit One

Food for the Family (The selection and participation of same.)

- First Week - Introduction, weekly records, forms, principles of nutrition, fundamentals of diet, family care, food aids, etc.
- Second Week - Meal planning, developing a shopping list, serving per pound, per food serving, per can of food and vegetables, tables and weights in measures, also food buying.
- Third Week - Wise food buying, principles together with food aids and brand names, seasonal buying, label reading, and cost per serving, recipe reading, cooking terms, measuring, also what they mean, and measures in cooking.

Unit Two

Home Management

- Fourth Week - Budgeting time, energy and money. Decisions about the use of mental or written budget pertaining to the management of time.
- Fifth Week - Utilizing leisure time in the best possible ways and means of spending some recreational time.
- Sixth Week - Ways of washing and ironing, care and repair of clothing. Buying soaps and detergents, cleaners, waxes, brooms, mops, care of house, floor care, pest control, dusting, dishwashing, and methods of the best ways of using them, cleaning methods.

Unit Three

Family Financial Management

- Seventh Week - Buying meats, poultry, fish, meat grades and its preparation, ways and means of cooking meat.
- Eighth Week - The budget, decision-making values and goals, fixed expenditures, budget plan, and budget book, utilizing the various mixes, an oatmeal mix, a brownie mix, etc.

Ninth Week - In buying dairy products, eggs and cereals, and the utilization of same, evaluation of the program and review of the past weeks work. Buying fruits and vegetables, what to buy and storage of foods, cooking vegetables and fruits.

Unit Four

Care of Children

Tenth Week - Social, emotional and spiritual

Eleventh Week - Mental and physical

Unit Five

Clothing for the Family

Twelfth Week - Selection of clothing for the entire family for various occasions.

SUGGESTED OBJECTIVES FOR HOMEMAKING INSTRUCTION

Emphasis on Consumer Education

These objectives were adapted to meet the needs of the class.
Consumer Education was included in all areas:

Clothing (How You and Your Family Look and Dress) -

- To improve personal appearance
- To develop more ability in the proper care of clothing
- To understand how to get the most for your money in fabrics and ready-made clothing.
- To learn how to operate and care for the sewing machine
- To learn the basic methods of clothing construction
- To develop ability in remaking garments.

Food for You and Your Family -

- To learn the foods needed for a healthful diet.
- To learn how to plan meals around the Basic Four.
- To learn ways to buy, store, prepare, and serve food for family meals.
- To learn the basic words used in cookery.
- To learn the importance of cleanliness and all safety in the kitchen.
- To learn how to make, use, clean, and store kitchen tools and equipment.
- To learn how to preserve foods by canning, freezing, or drying when food is in season.

Family Living -

- To find ways of increasing one's understanding of self, family, and friends.
- To learn more about mother and baby care.
- To learn more about teenage living.
- To gain a greater understanding of the needs and care of the children.
- To learn how to care for the sick and injured of the family.
- To learn how to manage money wisely.

Housing -

- To develop some ability in making home repairs.
- To learn how to make some furnishings and accessories for the home.
- To realize that clean, orderly and artistic surroundings add to comfort and happiness.
- To learn ways of making your home safe.
- To learn more ways of storing equipment and household articles.

TENTATIVE PLAN OF WORK FOR ADULT EDUCATION

The following is a tentative plan of work for adult education in the field of Home Economics with emphasis on Consumer Education.

I. Clothing

- A. Care, mending, storage, spot cleaning, darning by hand and machine, ironing, dressing comfortable and properly for the job, advantages and disadvantages of washer and dryer.
- B. Buying for the family, knowledge in construction, fiber content, reading labels, knowledge in brands, being well dressed for the occasion, neatness, clothing budget, in regard to income, type of work, age, sex, and other considerations.
- C. Ready made versus clothing construction.

II. Good Grooming

- A. Cleanliness and neatness
- B. Posture, fresh air, sunshine, and rest
- C. The right diet, exercise, and proper elimination
- D. Buying the right kind of grooming aids
- E. Proper use and amount of grooming aids
- F. The color, texture, design of the garment which is appropriate to budget, age, sex, personality, activity of work and occasion
- G. Refer to care of clothing
- H. Mannerism and etiquette for the occasion

III. Relations

- A. Good grooming
- B. Beliefs in culture
- C. Goals and values
- D. Mental, social, emotional, physical, spiritual, and financial stability.
- E. Mannerism and etiquette for the occasion.

- F. Getting along with family members and relatives, peer groups, teachers, and other people.
- G. Good relations should enhance the utilization of time, money, and energy in the best possible ways and means of spending some recreational time with the family.
- H. Getting to know you.

IV. Foods

- A. Healthful foods -- the basic four
- B. Develop skills in meal planning, food preparation, reading recipes, measuring, cooking terminology.
- C. Buymanship of food -- shopping list, seasonal buys, labels, brands, consumer protection, how much to buy, different kinds of food storage, cost of storage.
- D. Relating art to food
- E. Food preservation
- F. Uses of leftovers
- G. Diets and weight control
- H. Food aids -- prepared foods
- I. Prepared foods versus nonprepared foods

V. Child Guidance

- A. Pre and post natal care
- B. Mother and baby care
- C. The development of the child
 - 1. Physical
 - 2. Emotional
 - 3. Social
 - 4. Mental
 - 5. Spiritual
 - 6. Moral
- D. Understanding the child -- developmental tasks
- E. Understanding parenthood
- F. The child's relation to environment
- G. The child's future

VI. Home Care of the Sick and Injured

- A. The relationship of the child to that of grandparents or other relatives living in the same household
- B. Communicable diseases
- C. Other diseases
- D. First-aid
- E. General Care of the sick
- F. A room for the sick or injured

VII. Housing

- A. Definition of a home and a house
- B. Upkeep of house -- house cleaning, storage, repairs, safety
- C. Relating art to the home
- D. Making the home attractive -- making curtains, upholstering, refinishing furniture, redoing furniture, antiquing, etc.
- E. Arts and crafts for the home
- F. Furniture styles
- G. Buying and arranging furniture and accessories
- H. Functional and non-functional accessories
- I. The interior and exterior of the house
- J. Renting versus home ownership
- K. Building versus buying a built house
- L. Location of house
- M. Floor planning
- N. Upkeep of house
- O. Legalities
 - 1. Buying and selling
 - 2. Zoning
 - 3. Taxes
 - 4. Insurances
 - 5. Responsibilities of owning a house
 - 6. Funerals
 - 7. Wills
 - 8. Inheritance

VIII. Suggested Guidelines to Consider with all Units of Work

Consider the utilization of time, energy, and money so as to spend some recreational needs with the family. Consider the utilization of time, money, and energy by:

- A. Making substitutions
- B. Improvising
- C. The use of the right method and equipment
- D. Reading instructions on use and care of all equipment and items used in regard to each unit of work
- E. Understanding why you are involved, what is involved, and how you are involved
- F. Taking safety precautions
- G. Following a mental or written budget of time and money
- H. Following a mental or written schedule of work and time
- I. Providing a place for everything and everything in its place
- J. A budget of time, energy, and money may be the key to -- clean, orderly, safe, healthy, comfortable, convenient, attractive, and happy surroundings.

CHARACTERISTIC TRAITS DESCRIBING INDIVIDUAL'S PROGRESS

The class was held fourteen times
Students were rated after each class period

Students's Name 1.

No.	Traits	Evidence of Practice
1	Adaptability	It took her quite some time to adapt. Towards the end of the class she was mingling in small groups quite well.
2	Attractiveness	She was a pleasant person to be with and it appeared that she enjoyed speaking to and being with someone.
3	Interest	She was always one of the first one's in class. She came to my house twice for individual help when she wanted to finish her daughter's jumper in time for her birthday.
4	Carefulness	She was quite attentive and careful in following instructions.
5	Considerateness	Often times, she would offer to help in setting the refreshment table or clearing it.
6	Cooperation	When we discussed the possibility of making tamales for the athletic banquet, she was one of the first to volunteer to help.
7	Dependability	She always brought the materials that were needed for class.
8	Enthusiasm	She never lost any time in getting started with her work. She showed enthusiasm when conversing mostly with a smile.
9	Fluency	She would often stutter when contributing in question and answer periods with the teacher. As she gained confidence, her enunciation improved.
10	Forcefulness	She wasn't a stimulating person but had a nice disposition.

11	Good Judgment	She was afraid to make decisions at first. She wanted to learn to sew; as a result became well versed.
12	Health	She appears healthy.
13	Honesty	She was most trustworthy.
14	Industry	She was always busy, except towards the end of the class when she started visiting and helping some of the ladies. I was pleased to see this happen.
15	Leadership	Once she mastered some ability in sewing, she felt more secure in helping others.
16	Magnetism	Since she started sewing right away, she had a lead on the others and felt somewhat influenced by having learned somethings first.
17	Neatness	Her attire seemed clean but lacked the cleanliness of a matured person. Most of the ladies excelled in good grooming so it didn't take her long to improve.
18	Openmindedness	The two anglo ladies in the class were nice to her and she in turn was nice. She was shy in general; I never detected prejudice.
19	Originality	I feel like her creativeness, like so many other characteristics, are still dormant.
20	Progressiveness	She found virtue in progressiveness.
21	Promptness	She was also early to class and never left before the three were up.
22	Refinement	Towards the end, I could see a great deal of improvement in the form of refinement.
23	Scholarship	She had ability for sewing. She seemed afraid of not being able to do the right thing at the right time.
24	Self-control	I feel that I never saw her as she should be. She seemed to control self-command.

25	Thrift	Thriftiness comes with resourcefulness. She has improved but has a long way to go yet.
26	Fairness	She appeared reasonable.
27	Discipline	She never annoyed me in anyway.
28	Clearness	Her enunciation became better as a social status improved.
29	Willingness	She seemed glad when asked to help or participate.
30	Sense of humor	Towards the end of the class she displayed agreement when the ladies teased each other.
31	Justice	She was the type that would go out of the way to be fair.
32	Friendliness	In her shy way, she was friendly.
33	Good Voice	Her voice was pleasant and quite feminine.
34	Sincerity	Honesty was within her gestures.
35	Pleasing Manner	It was between a shy and refined type of mannerism.
36	Sociability	She was not sociable at all at first. The ladies for the most part were considerate and made an attempt to associate with her.
37	Sympathy	She appeared sympathetic.
38	Encouragement	She was the type that with encouragement was able to give encouragement to others. This she displayed after learning became helpful.
39	Patience	She appears to be the type that would even be forbearance of faults.

CHAPTER III

ANALYSIS OF THE DATA STUDENT AND CLASS EVALUATION

The sampling used for the evaluation students and class was taken from a group of twelve students. Six of these students were not absent from class at any one time while the other six were each absent once. Six students were selected at random to evaluate the program.

The following devices were used to evaluate the students at the end of the class: Pupil Needs (Appendix C), Choice of Activity Leads to Meeting Pupil Needs and Characteristic Traits Describing Individual's Progress. The evaluations were based on observations and with a humanist point of view placing emphasis on the interest in human ideals and needs.

The reliability of the student's evaluation outcome has been checked against the graph and chart which I proposed as I saw the student's progress.

The graph titled, Influence of Teacher on Students signifies the outcome of how I felt I had influenced my students. The chart titled, Adult Education Progress Chart indicates the progress of the students as I observed without my influence.

EVALUATION

No.	SUMMARY OF DESIRABLE TEACHER CHARACTERISTICS CRITERIA FOR TEACHING	EVIDENCE OF PRACTICE
1	Pupils' Interest in Subject	Pupil interest was evident in that they remained beyond the 2-hour class period -- most often 3 hours.
2	Physical Condition in Room	Fridays were devoted to leaving the department tidy and attractive. Prior to class, one hour was spent on rechecking equipment, etc.
3	Attitude of Pupils	They came into the classroom full of gaiety, and they left in the same manner.
4	Pupil Activity	Class time was spent in directed activity. Most projects were planned by the teacher and students before departure.
5	Definite Teacher Aim	Teacher and student objectives were kept in mind throughout the class period.
6	Responsiveness of Pupils	Pupils responded to demonstrations with attentiveness and appreciativeness. Students seemed impressed with each others project or projects.
7	General Attitude of Teacher and Pupil	I was very much at ease with this group and in return I never felt that any embarrassment nor fear existed among the students.
8	Atmosphere of Classroom	Through indirect teaching, displays, samples and bulletin boards, etc., conversation and communication was easily achieved among the women.

5/24/70	Laying pattern on fabric cutting and tracing pattern.	17-24 25	She felt an increased understanding of garment relationship. She had graduated to having her own machine.
5/31/70	Skipped lesson of 4/12/70. Demonstration on putting on an invisible neck zipper.	16-17-22 23-25	She felt confident enough to work on darts and straight seams at home. Felt insecure about sewing on an invisible zipper. Did well.
6/7/70	Worked on lesson on 5/3/70 at home. Demonstration on setting in collar and neck facings. Worked on collar and facings.	23-25	Her work and ambition kept her so busy that she no longer had the fear of not learning and staying behind. Success.
6/14/70	Demonstration on sleeve. Set in one sleeve and started on the other.	13-25	An increased ability in carrying out a purposeful activity. Completely without supervision helped her to enhance her acceptance.
6/21/70	Bastings from sleeves removed, sleeves clipped, hemming, pressing, and labeling dress.	4-6-25	The use of leisure time will go into making her own clothes, saving money and absorbing the prestige of accomplishment.
6/28/70	A party and style show combination was held at Mrs. Gallegos' home.	12-16-25	She has a complete understanding of what was involved in sewing -- consumer-wise and social-wise. A philosophy correlated with leisure time aspects completes the accomplishment of this project.

ELABORATION

This person was quite shy and withdrawn at the beginning of the class. I can only attribute her improvement to her interest in sewing. Once she learned how to sew well on her own, she unfolded from the self-centered shy, insecure individual and blossomed into a person with an improved personality which was more suited to her comforts of living and that of the community.

CHARACTERISTIC TRAITS DESCRIBING INDIVIDUAL'S PROGRESS

The class was held fourteen times
Students were rated after each class period

Student's Name _____ 2.

No.	Traits	Evidence of Practice
1	Adaptability	This lady adapted beautifully from the beginning.
2	Attractiveness	She was very amiable.
3	Interest	Her interests were catered towards food where she related and displayed artistic abilities.
4	Carefulness	At first she was not too careful about measurements. Several demonstrations were given and she continued to improve.
5	Considerateness	From the beginning of the class, she started working towards cooking projects. She learned her way about and was helpful in helping others.
6	Cooperation	She was most cooperative.
7	Dependability	She never failed to bring ingredients and equipment needed.
8	Enthusiasm	Her feelings were as fervant and earnest as those of a typical high school girl.
9	Fluency	Her English seemed fluent enough; however, I did detect an orient accent at times. She appeared to be of orient descent.
10	Forcefulness	At first it appeared that she was over anxious to start her project and would often times be messy.
11	Good Judgment	Good judgment again is attributed to observations, practice, and evaluation of work done.

12	Health	She appeared healthy and energetic.
13	Honesty	Honest as honest Abe. She once borrowed an egg from the department and came during the week to repay the egg.
14	Industry	At first she had a sort of disorganization type of industry. From ten to twenty minutes of the class were spent on demonstrating to instill neatness, organization, and evaluating techniques.
15	Leadership	Towards the end of class, she conducted herself more towards leadership.
16	Magnetism	She would often enthuse the other ladies working at the kitchen.
17	Neatness	She was always tidy and clean as far as she was concerned, but took to neatness and organization while working like ducks take to water.
18	Openmindedness	I didn't detect prejudice in her personality at all. She was always pleasant to everyone.
19	Originality	She didn't appear to have much originality; however she posed creativeness and with practice her dormant abilities would blossom.
20	Progressiveness	The neatness and organization which she learned helped her to progress in her work. She became aware of the importance for organization.
21	Promptness	She was never late to class.
22	Refinement	Neatness and organization in her work brought her the kind of refineness that was compatible to her personality.
23	Scholarship	She was quick and eager to learn.
24	Self-command	Her self-command was good.

26	Fairness	The use and care for equipment portrayed just and fairness.
27	Discipline	She was most pleasant.
28	Clearness	When she fumbled over her enunciation, I attributed to her over energetic personality.
29	Willingness	She was always most willing to help. She found pleasure in helping others.
30	Sense of humor	She was always quick and eager when it came to friendly teasing.
31	Justice	She was as just and fair as fair can be.
32	Friendliness	Her pleasing personality radiated her friendliness like the rays of the sun.
33	Good Voice	The pleasantness of her voice correlated with her petiteness.
34	Sincerity	Even though, she didn't appear to be too serious of a person, I suspect that there was a great deal of sincerity.
35	Pleasing Manner	She was most pleasant. Her pleasing personality was like a fragrance in the air.
36	Sociability	Her sociability was an asset to her personality.
37	Sympathy	She had a great feeling for ethics. She was sympathetic of the students involved in the demonstration at Highlands.
38	Encouragement	The manner in which she started her work was inspiring to others.

39	Patience	The calmness which she later acquired went with her perserverance for work.
40	Temper	Her disposition was nice all the time.
41	Sportsmanship	She was artistic and volunteered to do the calling cards for the athletic banquet.
42	Impartial	I never detected impartiality in her.
43	Knowledge	Her comprehension was terrific. She grasped instructions well.
44	Personality	She has so much enthusiasm that it get ahead of her at times.
45	Disposition	Her temperament was a most stable one.

CHOICE OF ACTIVITY LEADS TO MEETING PUPIL NEEDS (OBSERVATIONS)

Date	Name of Activities	Needs	Evidence in Meeting Needs
3/29/70	Filmstrip on pie making was shown. Made a cherry pie.	1-18	She wanted to make a pie that was her first objective. She failed to set standards for her work; I felt the filmstrip would help.
4/5/70	Demonstration on making apple pies. Making apple pies.	18-21-22	The demonstration and the class-room situation helped her to break away from messy little habits acquired at home.
4/12/70	Back to making cherry pies-one for her and one for her neighbor.	11-23-25	She is beginning to take count of the self assurance that she thought she had about her work. She worked with care and objectives.
4/19/70	Demonstration on cheese cake - cherry topping. Make cheese cake.	11-24-25	Her management habits are helping her to realize that well-made things save money, time and energy.
4/26/70	Demonstration on making biscochitos. Making biscochitos.	1-3-5-25	She wanted to learn how to make biscochitos good and attractive. She did but it took some practice before she could manipulate the cookie cutter.
5/3/70	Demonstration on empanaditas. Making empanaditas.	11-23-25	She is beginning to strongly realize that the type of assurance that she had was not quality assurance.
5/10/70	Demonstration on arranging flowers, make a punch flower ring and rosettes. Making rosettes.	3-5-7-25	Her definition for creativeness is learning how to do things right with neatness and attractiveness.

5/17/70	Demonstration on household hints -- care of equipment and stains on clothing items. Demonstration on pinwheel cookies.	14-22-25	This demonstration and discussion brought out quite a bit of discussion pertaining to how to solve The pinwheel cookies overwhelmed them.
5/24/70	Demonstration on how to make tamales. She sets a nice table for refreshments. Make pinwheel cookies and tamales.	11-22-25	She was real proud of her table service but most of all at having accomplished art in making tamales.
5/31/70	Demonstration on sweet potato pie. Makes sweet potato pie.	11-22-25	The demonstration intrigued her in that she was surprised to find out that the potato pie mixture was runny and yet would set.
6/7/70	Demonstration on cinnamon rolls. Makes cinnamon rolls.	17-21-22 25	She had trouble making cinnamon rolls because of the temperature of the milk. She understood the relationship of warm vs. hot milk in working with yeast.
6/14/70	Demonstration on jewel cake. Makes jewel cake.	2-9-22-25	This took quite a bit of preparation on the demonstration part. This was quite a challenging project for her, but was capable.
6/21/70	Discussed the party for class. Helps to plan and arrange party.	2-6-7 22-25	I am conscience that this lady has catering abilities.
6/28/70	Party at Mrs. Gallegos' home.	2-13-19 21-22-25	She made a lovely hostess and was very proud of her endeavors. The ladies admired her ability.

ELABORATION

As you have probably noticed this person seemed over confident in her ability. Ability she had, working habits she didn't. At the end, she was quite convinced that the use of time, money, and energy can be most surely achieved by setting criteria and objectives. The observations and evaluations from the demonstrations helped her to realize her mistakes and calm her into taking her time to plan and organize her work if she wanted to be anywhere between 80% to 100% successful.

CHARACTERISTIC TRAITS DESCRIBING INDIVIDUAL'S PROGRESS

The class was held fourteen times
Students were rated after each class period

Student's Name 6.

No.	Traits	Evidence of Practice
1	Adaptability	She seemed adaptable but at the same time exposed some amount of an inferiority complex.
2	Attractiveness	Her attire indicated that of below income; however she was always neat.
3	Interest	The one thing that she was interested in was to learn how to use her sewing machine.
4	Carefulness	She was most attentive when instructions were given especially on the use of the sewing machine attachments.
5	Considerateness	She would often times ask, "how do you have time to do so much?" My reply of course was that all my associates are helpful.
6	Cooperation	Nothing pleased her more than to get involved in helping someone.
7	Dependability	I mentioned to her that if she wanted to learn how to use her sewing machine well that she would have to use it in class. She did.
8	Enthusiasm	The more she learned about her sewing machine the more enthused in sewing she became.
9	Fluency	She preferred speaking Spanish. She spoke with a pleasant rhythmic tone which was most becoming.
10	Forcefulness	She was energetic about her work, but never forceful.

11	Good Judgment	Most of the time she would underestimate her potentiality.
12	Health	She was evidently healthy as she never missed a class.
13	Honesty	I don't believe that she was honest with herself in that she underestimated her abilities. Other than that she seemed quite honest.
14	Industry	She was most industrious. It was hard to get her away from the sewing machine for coffee break.
15	Leadership	At the beginning she didn't display leadership ability. It was towards the end of the class when she learned to use the sewing machine that she displayed leadership ability.
16	Magnetism	She told me that she had influenced her daughter who didn't like to sew, into sewing and that she was doing quite well.
17	Neatness	She was neat in regard to cleanliness. She didn't seem to know how to coordinate her attire in regard to color, design, etc. Sewing helped her.
18	Openmindedness	She was most understanding.
19	Originality	At first she was dormant'like but livened with practice, advice, and observation.
20	Progressiveness	For someone who couldn't sew straight she made tremendous progress. She constantly sewed in class as well as at home for her girls.
21	Promptness	She was one of the first persons to arrive.
22	Refinement	As her good grooming tactics improved so did her refinement.
23	Scholarship	She soon realized that she wasn't as backward as she thought. The more she learned the more confidence she displayed.

24	Self-control	Her nine children, I'm sure, helped her to gain self-control.
25	Thrift	With practice, she became thrifty in laying the pattern on the material. "Every little bit counts," she would say.
26	Fairness	She was fair to everyone, I thought, except herself in that she underestimated herself.
27	Discipline	She was quite cheerful and attentive in class.
28	Clearness	In Spanish conversation, she was quite clear, when it came to speaking English, her conciousness was a liability to her.
29	Willingness	Inspite of her large family, I was surprised that she was always willing to come to class.
30	Sense of Humor	She didn't indicate too much of an agressiveness when it came to teasing.
31	Justice	I thought that she was quite conscientious.
32	Friendliness	She was friendly in a sort of respectful manner.
33	Good Voice	Her voice was most pleasant and good natured.
34	Sincerity	I thought that most of her sincerity was protrayed in her big brown eyes.
35	Pleasing Manner	Her pleasant disposition and mannerism were indicative of her Spanish descent.
36	Sociability	She was sociable in a sort of reserved way.
37	Sympathy	When she started on a new project, it was always for my poor mama or my poor Juanito. She seemed anxious to have enough time to sew for everyone.

38	Encouragement	All that this lady needed was a bit of encouragement, and to prove to herself that she had the ability to learn.
39	Patience	When she had to rip a zipper twice until it was put in right and neat, she patiently went along following instructions all over again.
40	Temper	She displayed the same disposition throughout class - cheerful but tired looking.
41	Sportsmanship	She had the openmindedness of a mature individual.
42	Impartial	The fact that she showed concern for all her children makes her an impartial mother.
43	Knowledge	Her knowledge was that of routine housewifery perhaps lacking a touch of art and good grooming factors.
44	Personality	She was a person of high morality.
45	Disposition	She was most sincere and stable.

CHOICE OF ACTIVITY LEADS TO MEETING PUPIL NEEDS (OBSERVATIONS)

Date	Name of Activities	Needs	Evidence in Meeting Needs
3/29/70	The use of the sewing machine. Cleaned and oiled machine as well as practiced.	3-4-11	She felt that she needed to learn to use the sewing machine to make clothing for her nine children. She seemed determined to learn.
4/5/70	Alterations were made on one pattern so as to be able to use it for three different girls.	7-17-22	She brought her three girls, ages 9, 10, 11. Alterations were recorded. She drew names. Her girls were sent home and she started working.
4/12/70	Having her material all straightened out, she proceeded laying pattern on fabric, cutting, and tracing.	4-11-17	Cutting out notches and tracing markings began to fit in like a puzzle as she understood.
4/19/70	Demonstration on darts. Practice making darts. Sew straight seams, press and hang garment.	17-22-25	When she saw the partial garment finished to the best of her ability, her hopes began to rise. Thus, she gained confidence.
4/26/70	Demonstration on neckline zipper application. Sewing on the zipper.	23-25	Being able to complete this big project with ease and quality gave her a sense of prestige.
5/3/70	Study illustrative materials and ask questions. Work on neck and arm hole facings as well as clip and tack.	7-11-23-25	She was beginning to show a lot of progress, self-assurance and direction.
5/10/70	Demonstration on hemming or shrinking in the fulness. Work on hem and began a new garment.	2-12-25 26	She got over anxious and did the hem at home. She had pleats on the hem and had to redo it. She pressed the dress, tagged it and felt quite proud of her accomplishment.

5/17/70	The same experience as dated that of 4/12/70	4-7-17	Evidence of meeting needs are the same as those of 4/12/70 with increased ability.
5/24/70	The same experience as that dated 4/19/70	17-22-25	Evidence of meeting needs are the same as those of 17-22-70 with increased ability.
5/31/70	The same experience as that dated 4/26/70	23-25	Evidence of meeting needs are the same as those of 23-25 with increased ability.
6/7/70	The same experience as that dated 5/3/70	7-11-23-25	Evidence of meeting needs are the same as those of 7-11-23-25 with increased ability.
6/14/70	The same experience as that dated 5/10/70	2-12-25-26	Evidence of meeting needs are the same as those of 2-13-26 with an increased ability.
6/21/70	The same experience as that dated 4/12/70. She is to finish the third dress at home.	4-11-17	Evidence of meeting needs are the same as those of 4-11-17. When she finishes the third dress I will take a picture of the three girls.
6/28/70	A party was held at Mrs. Gallegos' home to culminate activities and to plan the possibility of another class.	23	I feel sure in assuming that she will finish the third garment and be as proud as a peacock. Her previous work is indicative of success.

ELABORATION

This person looked forward to class time as party time. Being able to get away from the house to sew was a treat for her. It brought her relaxation and the self-assurance that she needed to get rid of that inferiority complex. She accepted herself for what she was and continued to work on both her liabilities and assets.

CHARACTERISTIC TRAITS DESCRIBING INDIVIDUAL'S PROGRESS

The class was held fourteen times
Students were rated after each class period

Students's Name 7.

No.	Traits	Evidence of Practice
1	Adaptability	Her job as a clerk, I am sure, was an asset to this lady. The first day of the meeting she came late and as she walked in, she introduced herself.
2	Attractiveness	She is most attractive.
3	Interest	Her main interest from the start was learning to bake.
4	Carefulness	She wanted to learn how to measure properly, and all she could about the rights and wr ngs of baking.
5	Considerateness	This lady would bring her mother and her two girls with her from time to t me. She thought that they too could profit from the class.
6	Cooperation	She was always willing to give a helping hand.
7	Dependability	She came tardy once and phoned to that effect.
8	Enthusiasm	Because she worked, she wanted to learn some short cuts about cooking. She had all kinds of ideas pictured that she thought she'd try.
9	Fluency	She was quite fluent.
10	Forcefulness	The binding effect that she had on people was gracious.
11	Good Judgment	She enjoyed working with sequential and experimental work.
12	Health	She seemed healthy. She was always radiantly friendly.

13	Honesty	She would always make sure at the end of class that the kitchen was left clean and everything had been put away properly. I never worried about the kitchen being untidy.
14	Industry	Before she finished, one project, she knew what she wanted to do next.
15	Leadership	She acted as my helper in the kitchen. She had attended 4-H cooking workshops that I had sponsored for teenage groups. She was quite advanced.
16	Magnetism	Her personality is catching.
17	Neatness	She was just as tidy as she was orderly and neat.
18	Openmindedness	She was most receptive and understanding.
19	Originality	Her hobby one might say was hitchhiking creativeness.
20	Progressiveness	Her desire to progress went hand in hand with her industry.
21	Promptness	She valued being on time and starting on time.
22	Refinement	Courtesy seemed to be her motto. In essence it was quite insistant and persistant.
23	Scholarship	She had scholastic ability for everything that she set her mind to do. Her effort was tremendous.
24	Self-control	Her energies were well commanded towards the best side of behavior.
25	Thrift	She attributed her recent thriftness to a handy basic mix.

26	Fairness	When she and one of the ladies worked together making biscochitos the cookies were divided fairly and equally. They even tossed a penny for the odd cookie.
27	Discipline	Her discipline had great refineness.
28	Clearness	Her perception was quite accurate.
29	Willingness	From time to time there were activities that I thought were worth while to capture. Some of the ladies displayed shyness; while she was always willing to take a picture. She was the ice-breaker.
30	Sense of Humor	She gladly and joyfully entered into the humor of conversation.
31	Justice	Her participation merited fairness at all times.
32	Friendliness	She had a winning personality.
33	Good Voice	She was small but her voice was dynamic. Her voice was strong and firm.
34	Sincerity	Her planning was always meaningful and filled with practicality and sincerity.
35	Pleasing Manner	Her pleasing mannerism soon won her the friendship of all the ladies.
36	Sociability	Ability she had from social to creativeness.
37	Sympathy	She sympathized with her aged mother whom she would occasionally bring to class. She soon gained the admiration of the group. She also set a good example to her girls.
38	Encouragement	She was always looking for improvement.

39	Patience	Fortitude excelled in her as she patiently helped and instructed her two girls aged 11 and 12. She felt her girls should take opportunity of all learning.
40	Temper	She had great perseverance and endurance to work with people.
41	Sportsmanship	She had a great desire to help -- even if it was to take a picture to send to the State Office.
42	Impartial	The treatment that she displayed her daughters was great.
43	Knowledge	Another Rousseau was she, as she excelled in unfolding new techniques.
44	Personality	She had a wonderful personality.
45	Disposition	Her personality and disposition were the greatest. She was a great asset to the group.

CHOICE OF ACTIVITY LEADS TO MEETING PUPIL NEEDS (OBSERVATIONS)

Date	Name of Activities	Needs	Evidence in Meeting Needs
3/29/70	The first demonstration that I gave was on the handy"make your own mix." She made biscuits and served them with jelly.	4-9-5-7	A need for consumer information, creative experience, intelligent self-direction, and satisfying curiosity.
4/5/70	She displayed waffles and pancakes made at home and made cornbread and ginger	2-24	She wanted to learn how to make cornbread in the cornbread grill. The corn sticks were attractive and good.
4/12/70	Demonstration on a rose ring given by her. I had made one before which was frozen solid to show. Plan a bridal party.	7-24	She would study illustrative materials and instructions well and then proceed. The ring was for a bridal shower.
4/19/70	Demonstration on yeast bread variation methods of rolls, bread, and cinnamon rolls.	14-15	She had a need for a variety of personal interests as vocational orientation.
4/26/70	Demonstration on chocolate cake from scratch in comparison to the one from the handy mix.	4-12	There was a need for consumer education in regard to saving time, energy and money. Her need for social participation was well taken care of.
5/3/70	Report on the baking of the cakes. Cake made from mix took less effort and time. Made brownies.	22-23	The functional information that she was acquiring fulfilled successful experiences.
5/10/70	Reports on the food hints given by Martha Logan. Makes cream puffs on her own.	9-24	She has the makings of a fine teacher. This gave her the opportunity for expression in a variety of verbal media.
5/17/70	Makes latticed cherry pie using the handy mix. The pies were frozen for a family get together.	18-25	She asked for help occasionally and worked independently for the most part. Saving time and energy meant a lot to her since she is working.

5/24/70	Making sweet potato pie by following the pumpkin pie recipe.	17-22	Her self-assurance got the best of her in this project. She was to have cooked the filling over a double boiler which didn't and scorched the filling.
5/31/70	Makes four pumpkin pies and freezes them for family reunion.	11	She still had time to make another - this time she cooked the pudding mixture over the double boiler.
6/7/70	Baked ice cream pie sounds like this gal. She and I joined forces. Baked ice cream pie like baked alaska. Served with coffee.	2-5	The need for aesthetic satisfaction and creativeness continues. I enjoyed working with this person.
6/14/70	Honeymoon lemon meringue pie -- sounds exotic -- and so honeymoon lemon meringue pie it was.	2	This pie was reserved for her husband. Lemon meringue was her husband's favorite. Aesthetic satisfaction toward the development of appreciation was displayed.
6/21/70	Studies the recipe for jewel cake which she is to make and serve for the farewell party.	22-24	She planned and organized the party for me.
6/28/70	The party was a success thanks to this lady who did the bulk of the work.	23-25	Her experiences were genuinely successful and purposeful.

ELABORATION

A bushel of thanks recognition and appreciation goes to this lady who wanted and had the time to improve her artistic abilities. She was so helpful with table appointments and refreshments. Home crafts made by her or a friend would often adorn the display table. The display table turned out to be a "show off table" for everyone. It was something that we all looked forward to -- a pleasant surprise. For someone who merely wanted to learn to be creative artistically, she improved a whale of a lot.

CHARACTERISTIC TRAITS DESCRIBING INDIVIDUAL'S PROGRESS

The class was held fourteen times
Students were rated after each class period

Student's Name _____ 9.

No.	Traits	Evidence of Practice
1	Adaptability	Being with people seemed the most material thing in the world for this person.
2	Attractiveness	She was most pleasant and amiable.
3	Interest	This is a mother who lost a fifteen year old son last year. At times she's bubbling with interest and then withers. That's when we come in inconspicuously.
4	Carefulness	This lady is a perfectionist. She does her work well and fast.
5	Considerateness	She is considerate and appreciative.
6	Cooperation	She was most cooperative.
7	Dependability	This lady was never late nor missed a meeting.
8	Enthusiasm	For the most part, she was interested in making and freezing food to await the arrival of her son from Vietnam. She also became enthused about working with household crafts.
9	Fluency	She has good command of English language. She is a teaching substitute.
10	Forcefulness	She uses the psychological approach for the most part.
11	Good Judgment	Her judgment is terrific.

12	Health	The only factors that I detect are her emotional grief and being over weight. She is on a diet and is continuing to lose weight.
13	Honesty	She was always careful about leaving the premises clean and tidy.
14	Industry	This was a person who was always two steps ahead.
15	Leadership	I have encouraged this person into finishing her college work. She seems to think she is too old. I am sure that it would do her good intellectually and psychologically.
16	Magnetism	This person would become influenced easily with each demonstration. She always seemed interested in what the rest were doing.
17	Neatness	Her weight problem is a liability, other than that she is neat and tidy about herself and her work.
18	Openmindedness	She was most understanding and free from prejudice.
19	Originality	This is the one thing that she seemed to emphasize as one of her objectives. She continued to show betterment.
20	Progressiveness	She would often work on as many as three projects during our class meetings. As she would come in with her project materials she would say, "better watch out, here comes the town."
21	Promptness	She was always on time and was one of the last ones to leave.
22	Refinement	Her eyes sparkled with refinement.
23	Scholarship	She was able to perceive quickly and easily.

24	Self-control	Her faculties were under control, it was just her sad facial expression at times that would give her away.
25	Thrift	She got to be quite thrifty in the field of consumer education.
26	Fairness	She was most fair and thoughtful.
27	Discipline	Her being in class was an asset to the discipline of the class.
28	Clearness	She had the ability to relate well processes and methods of doing things. She wrote the recipe for tamales that she and I had experimented with.
29	Willingness	She was most willing to help out and to try out new learnings.
30	Sense of Humor	She had an extraordinary sense of humor.
31	Justice	She was forever rendering compliments. (All merited, of course.)
32	Friendliness	She had a winning personality.
33	Good Voice	Her voice carried well and was distinct.
34	Sincerity	Everything that this person did or said indicated deep sincerity.
35	Pleasing Manner	She was most pleasant to be with, talk to, and have in class.
36	Sociability	Her instinct for people had a high degree of socialness.

37	Sympathy	She had a great deal of sympathy.
38	Encouragement	She was able and ready to receive and give ideas.
39	Patience	As she demonstrated on how to arrange flowers, she reminded me of Francis Wayland Parker. She talked with her head, hands, and heart.
40	Temper	In my books she rated high in quality of mind.
41	Sportsmanship	Her sportmanship, athletic, social and emotional were quite keen.
42	Impartial	I don't believe that this person would be partial.
43	Knowledge	I would rate her apprehension high.
44	Personality	I might say that she had a charming personality.
45	Disposition	Her disposition towards the class was always most pleasant.

CHOICE OF ACTIVITY LEADS TO MEETING PUPIL NEEDS (OBSERVATIONS)

Date	Name of Activities	Needs	Evidence In Meeting Needs
3/29/70	Making a flower arrangement (L shaped). She saw flower arrangement filmstrip.	1-5-8-10 12-23	She had a need for activity as well as being with or belonging to a group. The outcome of the project pleased her as well as the group.
4/5/70	She made biscochitos to send to her boy in Vietnam. Had a demonstration before doing it.	2-8-22	She learned how to use the cookie press and make pretty and good native cookies.
4/12/70	Demonstration on how to make empanaditas. She makes empanaditas to send to her boy in Vietnam	2-8-22-25	Learning how to flute empanaditas was something that she craved but didn't totally succeed in doing. She did most of them with the pinking shears.
4/19/70	Demonstration on making tortillas de nixtomal, blue corn tortillas for enchiladas. She makes tortillas.	5-6-7-22	The tortillas took quite a bit of time to make. She started at school and finished at home. She felt quite successful with this project.
4/26/70	Reports on enchiladas that she made and froze to await her son. She brought a sample which we all tasted.	21-22-23-25	This time she continues to learn how to flute empanaditas, which she mastered quite well.
5/3/70	Made more empanaditas to freeze. Receives individual help. She learns how to alter a dress that was too big.	4-5-22-25	She had two brand new dresses in the closet hanging like white elephants for nearly two years. She had been afraid to ruin them. She learned how to alter them, did a beautiful job and wore them to class.
5/10/70	Same as above	4-5-22-25	

5/17/70	Made wreaths for Memorial Day.	4-5-11-25	She thought that having to buy nine wreaths would be too expensive. She asked me for information pertaining to savings, if she would make the wreaths. I told her that she probably would save money but what about the time and work involved? She said she thought that she could do it. She made them and saved.
5/24/70	Continued to make Memorial Day wreaths.	4-5-11-25	
5/31/70	Observes other ladies make Ojos de Dios. She began to make an Ojo de Dios.	5-7-25	She desired help with instructions and color combinations which she perceived well. She did such a nice job of the first that she thought of making one for her brother for whom she had been wanting to get a house gift.
6/14/70	She was given a demonstration on how to make rosettes, a party cookie. Makes rosettes for a bridal shower.	4-5-21-25	She made two hundred rosettes which were inexpensive and attractive. This proved to be an unusual dessert which attracted great attention.
6/21/70	Continues to make rosettes. She helped with refreshments for the Junior-Senior Prom.	4-5-21-25	Same as above except this time these were something like four hundred of them.
6/28/70	To culminate events, a party was held at Mrs. Gallegos' home. Class may convene in two weeks.	14-19-25	It was interesting to discuss the many different things we had done. Most interesting was that we had such a congenial and interesting group of people to work with. She suggested that we start all over again.

ELABORATION

Of all the ladies in class she was probably the one that profited the most in that it restored her mental health. Eight months after having lost her fifteen year old boy, her oldest son was called to the service where he had been stationed in Vietnam. She expects him to come home for good in about a month. This is the reason for making and freezing all those goodies.

The Junior-Senior Prom refreshment committee asked me to help them with the planning of refreshments. They wanted something unusual; I recommended rosettes. They liked the idea. At the same time this lady also wanted something unusual for a bridal party. I suggested that the Junior-Senior Prom committee meet together with her to learn to make rosettes.

CHARACTERISTIC TRAITS DESCRIBING INDIVIDUAL'S PROGRESS

The class was held fourteen times.
Students were rated after each class period.

Student's Name 11

No.	Traits	Evidence of Practice
1	Adaptability	She adapted to the class from the beginning.
2	Attractiveness	She seemed interested in learning about color, design, and texture as it related to dressing attractively.
3	Interest	She was interested in her work as well as that of others.
4	Carefulness	She handled her material so carefully; it made one feel she was handling mink instead of cotton.
5	Considerateness	She knew that I came early to set a nice table and make last minute preparations.
6	Cooperation	She offered to come a little early and help. I was delighted to have her help me.
7	Dependability	I could always depend on her to set an attractive table.
8	Enthusiasm	Mary felt enthused about belonging. It was as if she was starting all over again.
9	Fluency	Her fluency was that of a smooth, soft, and well articulated speech.
10	Forcefulness	Her enthusiasm was an easy-going type of interest, not forceful.
11	Good judgement	When alterations had to be made in one of her dresses, she preferred to alter the dress in such a way so as to wear it with or without a belt.

12	Health	She looked vibrantly healthy.
13	Honesty	I never had anything disappear from any of the ladies, teachers, or the department.
14	Industry	She applied herself constantly to whatever she was doing.
15	Leadership	She had great potential to guide.
16	Magnetism	As I mentioned before, she had an easy-going type of force.
17	Neatness	One might say that she was as neat as a pin.
18	Openmindedness	She was as cordial to the anglo ladies as she was to the Spanish.
19	Originality	When altering her dress, she decided that the fullness that she had in the front would make a nice pleat and wondered if she could use it.
20	Progressiveness	She was not afraid to try anything new. She learned how to put on an invisible zipper.
21	Promptness	She was never late to class.
22	Refinement	She had a certain type of <u>Spanish Senora</u> refinement.
23	Scholarship	She was able to translate the pattern instructions from the pictures quite well. She also followed instructions well.
24	Self-control	Her self-command complimented her maturity.
25	Thrift	Her efforts were always directed towards a certain amount of accomplishment
26	Fairness	She and her sister-in-law made the same dress; they also shared equipment. She seemed more than fair in her gesture.

27	Discipline	She was an asset to my class.
28	Clearness	She preferred that I speak to her in Spanish Her Spanish was clear and distinct.
29	Willingness	She was most cooperative.
30	Sense of Humor	She would always make something out of nothing when it came to fun.
31	Justice	She always did her share of the work.
32	Friendliness	She was most friendly and cheerful.
33	Good Voice	Her voice carried well when she spoke Spanish. When she spoke English, she felt insecure.
34	Sincerity	When she complimented, one felt appreciative.
35	Pleasing Manner	She was mannerly at all times.
36	Sociability	She was well poised.
37	Sympathy	She missed class one Sunday because she felt that her father-in-law's death was still quite in her husband's heart.
38	Encouragement	When her sister-in-law would become frustrated, she would patiently show her how to go about her work.
39	Patience	At times I thought that she was overly patient; especially with her sister-in-law.
40	Temper	She was even tempered.
41	Sportsmanship	When donations were collected in the classroom to buy cards and flowers, she always gave her share.
42	Impartial	She treated everyone in the classroom with impar- tiality.

43	Knowledge	Knowledge was the thing she desired to accomplish the most from the class. She believed in learning to do many things.
44	Personality	She had a pleasing personality.
45	Disposition	She also had a very pleasing disposition.

CHOICE OF ACTIVITY LEADS TO MEETING PUPIL NEEDS (OBSERVATIONS)

Date	Name of Activities	Needs	Evidence in Meeting Needs
3/29/70	Flower arrangement for living room.	4-5-25	She made an arrangement similar to the one that she wanted to buy for \$8 less what the arrangement would have cost her.
4/5/70	Making handy mix for baking variations. Made two cherry pies.	19-25	One of the ladies told her that her crust had come out good by using the mix. She also made a friend.
4/ 2/70	Plaster of Paris flower vase.	11-13 25-26	She was so proud of herself for having made something that to her seemed complicated. She actually showed off.
4/19/70	Biscochitos	9-16-25	The cookie press intrigued her. She wanted to develop the technique of the demonstrator. She made cookies for a bridal party.
4/26/70	Learn to use a sewing machine. Selecting a pattern.	10-11-5 25	She learned how to use the sewing machine by working out sample materials presented. The pattern she selected assured her ability.
5/3/70	Study pattern for a simple sleeveless, Collarless dress alter pattern.	7-15-21 25	There were several things that she didn't understand about sewing. She planned for her garment and learned about the machine.
5/10/70	Straighten fabric. Lay pattern on fabric properly.	4-17-22 25	Learning of the reasons as to why certain things are done a certain way helped her recognize the quality her garment would possess.
5/17/70	Cutting and marking her material. Learning how to make functional parts --demonstration.	16-17 22-25	The more she worked with sewing the more she recognized that sewing was like a puzzle -- fitting parts.

5/24/70	Making a dart sample - making darts as well as sewing straight seams. Pressing seams.	4-20-25	At this point she was convinced that she was going to make a nice garment because she was getting all the help needed.
5/31/70	Demonstration on how to put a zipper. Putting in a metal neckline zipper.	7-10-22 25	After the demonstration she was a bit hesitant to start, however she had the illustrative materials needed and also help.
6/7/70	Working with circumference seams - neck and armhole facings. Understitching. Marking hem and stitching.	17-25	She understood reasons for clipping circumference seams, and the importance of understitching. She finished the dress at home.
6/14/70	Started on a second dress same pattern different view - sleeves, collar. Demonstration.	3-7-10 23-22-25	She was ready, anxious, and attentive in putting in a sleeve. She was intrigued with the steps and realized their importance.
6/21/70	Observed a collar demonstration and started working on the collar and facings. Finished dress.	Same	Same
6/28/70	Fashion show and tea time. Held at Mrs. Gallegos' home.	1 to 26	Grooming and poised assurance was quite evident.

ELABORATION

I feel that the fact that high school clothing construction displays were available at each class meeting enthused several of the mothers into sewing. The prices of the garments when finished amazed them the most. I thought that quite a compliment had been paid me when this mother told me that she had sewed in a sleeve at home only to find her daughter annoyed at the procedure. Her daughter was enrolled in Home E. II and knew the proper procedure in sewing in a sleeve. She told her mother that it would be best to rip the sleeve as she would have to do it when she went to class. Her mother was very understanding, appreciative, and amused at the functional experience which her daughter had conveyed. Now both mother and daughter can sew to their heart's content.

CHAPTER III

ANALYSIS OF THE DATA STUDENT AND CLASS EVALUATION

The sampling used for the evaluation students and class was taken from a group of twelve students. Six of these students were not absent from class at any one time while the other six were each absent once. Six students were selected at random to evaluate the program.

The following devices were used to evaluate the students at the end of the class: Pupil Needs (Appendix C), Choice of Activity Leads to Meeting Pupil Needs and Characteristic Traits Describing Individual's Progress. The evaluations were based on observations and with a humanist point of view placing emphasis on the interest in human ideals and needs.

The reliability of the student's evaluation outcome has been checked against the graph and chart which I proposed as I saw the student's progress.

The graph titled, Influence of Teacher on Students signifies the outcome of how I felt I had influenced my students. The chart titled, Adult Education Progress Chart indicates the progress of the students as I observed without my influence.

EVALUATION

No.	SUMMARY OF DESIRABLE TEACHER CHARACTERISTICS CRITERIA FOR TEACHING	EVIDENCE OF PRACTICE
1	Pupils' Interest in Subject	Pupil interest was evident in that they remained beyond the 2-hour class period -- most often 3 hours.
2	Physical Condition in Room	Fridays were devoted to leaving the department tidy and attractive. Prior to class, one hour was spent on rechecking equipment, etc.
3	Attitude of Pupils	They came into the classroom full of gaiety, and they left in the same manner.
4	Pupil Activity	Class time was spent in directed activity. Most projects were planned by the teacher and students before departure.
5	Definite Teacher Aim	Teacher and student objectives were kept in mind throughout the class period.
6	Responsiveness of Pupils	Pupils responded to demonstrations with attentiveness and appreciativeness. Students seemed impressed with each others project or projects.
7	General Attitude of Teacher and Pupil	I was very much at ease with this group and in return I never felt that any embarrassment nor fear existed among the students.
8	Atmosphere of Classroom	Through indirect teaching, displays, samples and bulletin boards, etc., conversation and communication was easily achieved among the women.

9	Skill in Teaching Technique	I was aware of three levels of students, which meant that I had to adjust my techniques and vocabulary accordingly.
10	Evidence of Teacher Preparation	Saturday and Sunday morning were devoted to preparation. All items needed for the class were gathered in my preparation box.
11	Method of Instruction	Some methods of instruction were simplified while others were made more challenging depending on the student's abilities.
12	Assignment	There were times when it got too late to plan or the students were undecided, so projects were sometimes planned by phone contacts.
13	General Appearance of Room	The appearance of the room was enhanced with an attractive refreshment table. Break time was decided by the students.
14	Evidence of Pupil Preparation	Pupils always came prepared with what they needed.
15	Ability of Teacher to "Put Across"	At times I felt I was over simplifying instruction; nevertheless, instructions were conveyed.
16	Teacher and Pupil Cooperation	Pupils cooperated in taking care of equipment -- putting things away, being on time, and buying various occasion cards to send to members.
17	Work Going On	Work was always going on. I was the queen and they were the drones.
18	Types of Questions Asked by the Teacher	Questions asked were constructed with regard to the economic, social, emotional, and mental aspect of the student.

19	Discipline	We didn't seem to have rules. I was opposed to smoking but I never mentioned it and later I found it was not necessary.
20	Conducts Class Discussions in a Conversational Manner	The class was conducted in an informal manner. Conversational English and Spanish were basic means of communication.
21	Makes Frequent Use of Pupils' Experiences	Students contributed their personal experiences in discussions and through the use of the display table.
22	Attends Carefully to Pupil Responses	In class discussions pupils responses were carefully analyzed and used as an asset to the teacher's advantage.
23	Possesses a Wealth of Commentary Expressions	Nineteen years of homemaking experience has helped me to feel capable in making worthwhile contributions.
24	Employs Some System of Appraisal Other Than Teacher Appraisal	I try to lead the students into appraising each others work. The display table has helped a great deal.
25	Socializes Class Discussions	The coffee break was the usual time for socializing. The class discussion lent itself to the less sociable.
26	Provides definite directions for Study	When I wasn't sure that instructions were understood, I had the students repeat instructions to me.
27	Makes Some Provision for Individual Differences	When students needed extra help, they either came early or remained after class. Telephone calls were quite helpful.
28	Is Pleasant	I never felt annoyed at having to help anyone.

29	Smiles Appreciatively	I felt appreciated and glad each time help was summoned.
30	Is Enthusiastic	At times, I am so enthusiastic that I feel I am imposing on others.
31	Is Patient	I have learned to appreciate a patient person. The consequences are rewarding.
32	Laughs with the Class from Time to Time	Sometimes I feel 100 percent Froebel.
33	Possesses a Good Sense of Humor	This is something that I wasn't directly aware of but as I think back humor did prevail.
34	Stands Throughout the Greater Part of the Class Period	I have never been able to sit down to conduct a class regardless of the size of the class.
35	Ability to Stimulate Interest	Everyone went about their merry way trying to accomplish the most. This class, for the most part, seemed self-propelled.
36	Wealth of Commentarial Statements	Having the mothers of my students in class makes a big difference in the depth, and wealth of commentarial statements.
37	Attention to Pupils While Teacher is Reciting	As far as I could detect, there was always mutual respect.
38	Effective Organization of Subject Matter	As a group, mutual interest in each others things and the consumer education evaluations kepted us organized.
39	Use of Illustrative Materials	Illustrative materials were used each time for most members.

40	Provision for Individual Differences	Extra help was given students before class, after class, or by telephone.
41	Knowledge of Subject Matter	At one time I sought the aid of the school sewing machine mechanic as I was not familiar with her trade mark; otherwise, I felt competent.
42	Knowledge of Objectives of Education	Specific objectives fell under self-realization, human relationships, economic efficiency, and civic responsibility.
43	Conversational Manner in Teaching	For the most part, conversational Spanish was used in the classroom. This is what the ladies preferred.
44	An Appreciative Attitude, Evidenced by Teachers' Mood, Comments and Smiles	I looked forward to this class. I definitely feel that their personalities improved by personality.
45	Skill in Asking Questions	The prior objective in the technique of questioning was to consider the individual privacy.
46	Definite Directions for Study	I have a feeling that at times I might have over simplified directions, leaving a feeling of hurt.
47	Skill in Measuring Results	I am relying on my thirty-two years of teaching experience.
48	Willingness to Experiment	I have not been using a recipe book. My students and I have been composing recipes. Recipes have been passed out to all students.

ELABORATIONS:

Kilpatrick and Dewey believed that anything that is observed is capable of being measured. I only wish that they were around to help me with my evaluation and those of my fellow students.

SUMMARY

The refreshments for the coffee break were provided the teacher. They were planned in regard to aesthetic and functional appeal. The table appointments carried the same objective. I feel that indirectly a great amount of knowledge was gained by mere observation.

The coffee break was held towards the end of the class period which gave me an opportunity to visit with each lady individually and plan her project for the next class.

The class inspired me into a new revival:

1. I put myself on a diet.
2. I had my hair restyled.
3. There was an improvement in my self-assurance.
4. My philosophy was enlivened.
5. I felt needed and important.
6. The class made me aware of respecting my students at the high school level more on an adult basis.

In culminating, the class adopted this recipe as their pedagogic creed for consumer education.

RECIPE FOR WISE CONSUMERS

Cream one bushel of desire to spend your money, time, and energy wisely with one medium-sized budget.

Add a pound of knowledge about advertising.

Whip with a thorough reading of labels.

Sprinkle with a pinch of quality buying.

Blend with endless effort and season with wise purchases.

The following is a comparison of the manner in which I influenced my students in contrast to their actual progress in the class.

CHART I

INFLUENCE OF TEACHER ON STUDENTS

100 %	Leisure Time
90 %	Clothing
80 %	Consumer Education
80 %	Relations
70 %	Good Grooming
70 %	Household Crafts
60 %	Food Preparation
50 %	Art

The reason why leisure time was rated so high was because the ladies gave three hours of their leisure time on Sundays to come to class.

CHART I

INFLUENCE OF TEACHER ON STUDENTS

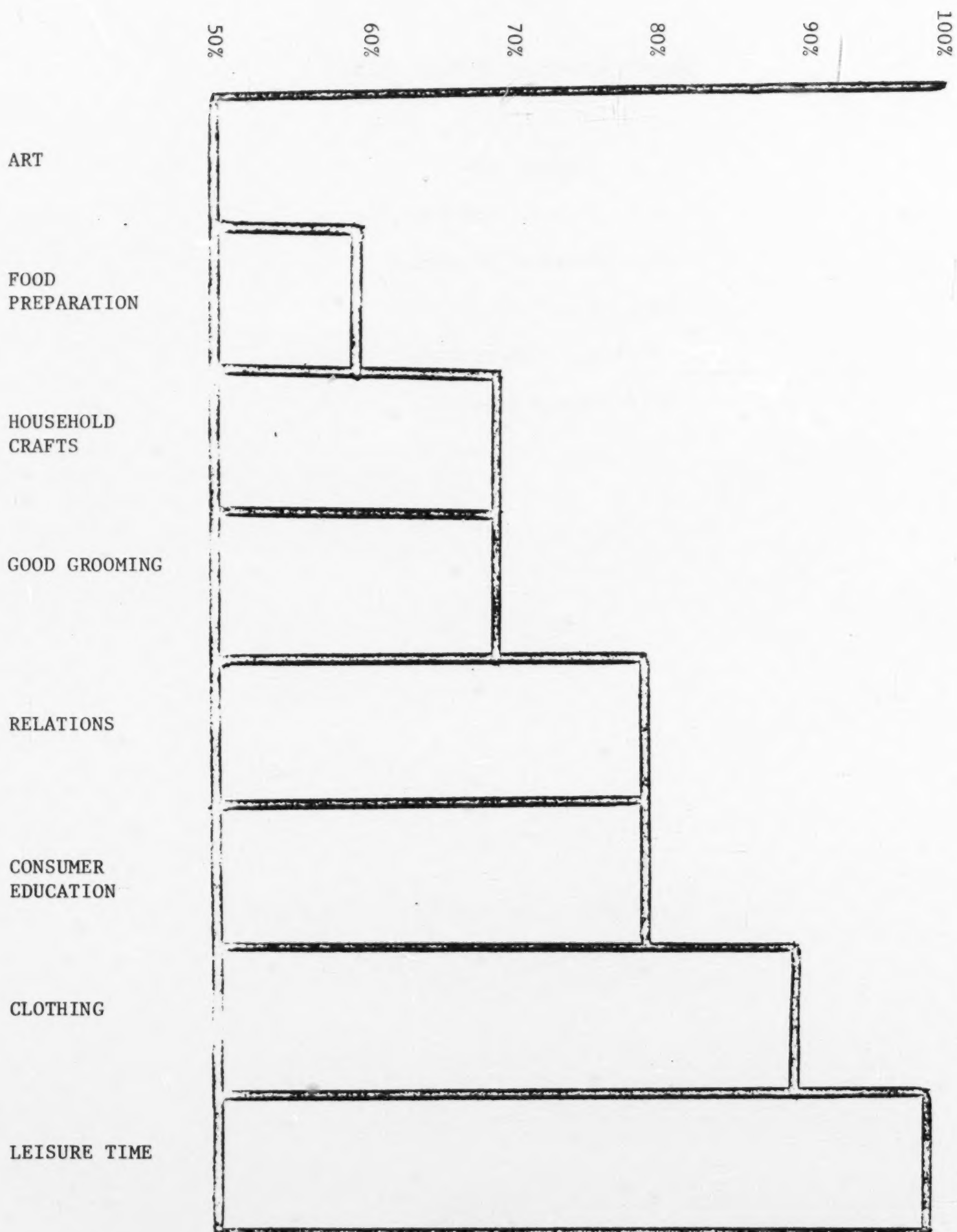


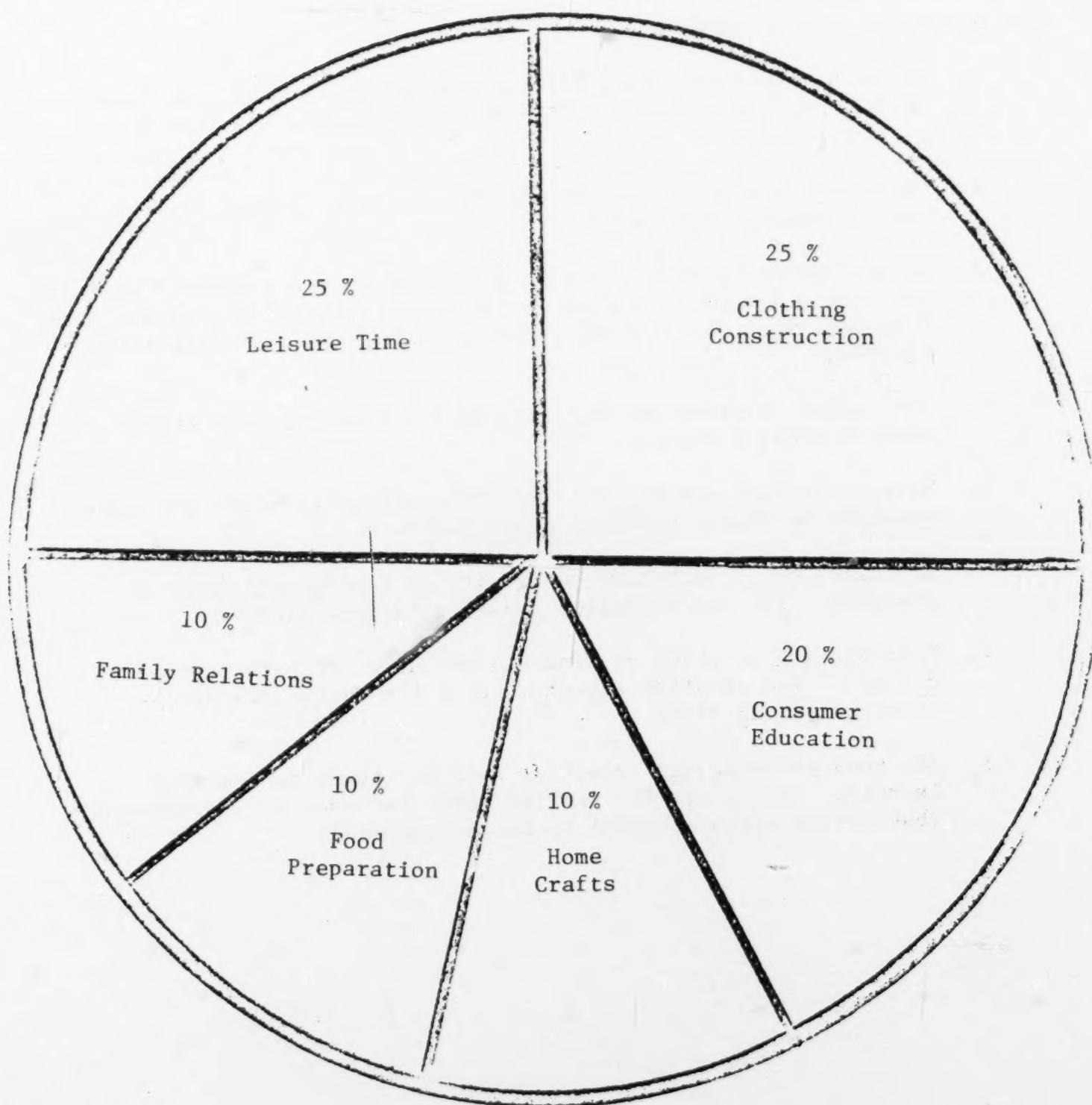
CHART II

ADULT EDUCATION PROGRESS CHART

25 % Leisure time
25 % Clothing Construction
20 % Consumer Education
10 % Home Crafts
10 % Food Preparation
10 % Family Relations

CHART II

ADULT EDUCATION PROGRESS CHART



RECOMMENDATIONS

The author recommends that:

1. An adult class education file be started at the West Las Vegas High School Department to help the next teacher who teaches an adult class.
2. Resources needed be included in the financial budget for the home economics department.
3. An evaluation of this class be conducted by the Advisory Committee and that a report be turned in the Superintendent's office. Such findings may encourage the administration into elevating the program.
4. In-service programs be conducted in the State to help the adult education teacher.
5. Materials which are enclosed to State office by adult education teachers be disseminated to other teachers.
6. The class be on voluntary basis with as few restrictions as possible. The participation tends to be more sincere.
7. That parents be those of students who have had home economics classes. The relation aspect makes a big difference in the interest of the class.
8. The good grooming and relations unit be taught as indirect learning. These are not skilled units and much is learned from observation without having to become personal.

APPENDICES

APPENDIX A

CLASS ROSTER

Toni Archibeque

Ernestine Barela

Mrs. Dionicio Castillo

Teresa Housler

Vera Jo Lujan

Bessie Montoya

Rose Padilla

Marie Richie

Margaret Rodriguez

Virginia Sanchez

Mary Sena

Rose Serna

APPENDIX B

TO: Vocational Advisory Committee September 2, 1969

FROM: West Las Vegas Senior High Home Economics Department
Mrs. Cecilia Gallegos
Mrs. Rosemarie Romero

SUBJECT: Curriculum Construction
(Especially in the area of Consumer Education)

We are pleased to learn that we have many people who are as enthused in adding on to and improving the Home Economics Curriculum. The following agreed very graciously to assist for the year of 1969-70.

Rev. James T. Burke, Catholic Priest, 403 Valencia
Mr. Adolph Candelario Jr., Student, Hot Springs Boulevard
Mrs. Cecilia Gallegos, Home Economics Teacher, Montezuma Rt.
Mr. Junio Lopez, Senator, 1805 Plaza
Miss Theresa Lujan, Student, 401 Perez
Mrs. Matias Martinez, Grocery Store Owner, 227 S. Pacific
Mrs. Catherine Peterson, Insurance Agent, 1813 W. Plaza
Mrs. Rosemarie Romero, Home Economics Teacher, Rt. 1, Box 454
Mr. Joe Robert Sanchez, Principal, West Las Vegas High School
Mrs. Rita Suazo, Florist, 200 Plaza
Mr. Andy Vigil, Town Police Captain, West Las Vegas Town Police Dept.
Mr. Sam Vigil, Counselor, 411 Moreno

The following is a description of the type of work that will involve the construction and improvement of the Home Economics Curriculum:

1. Concerns and beliefs of the community, administration, teachers, and pupils.
2. Objectives should be stated or implied to reflect the controlling ideas and sentiments contained in the universals.
3. Interest Approaches that will create motivation for classes and teachers.
4. Body of Subject Matter that will be comprised from culture -- embracing most of the significant ideas used in acquiring knowledge and skills.
5. Activities or exercises to be performed.

6. Curriculum should be interwoven with the social fabric that sustains it.
7. Training for whatever training the curriculum is designed; it should be to train the individual for a particular social or vocational position.
8. Discipline or the control which the teacher is required to exercise over the learner.
9. Evaluation or ways and means of determining whether or not the objectives have been reached by the student.
10. Teacher Evaluation means and ways of evaluating the teacher.

In addition to working with the above the committees functions will be as follows:

1. To support a program of consumer education in the schools.
2. To help interpret the program of consumer education in the schools to the community.
3. To serve as intermediators if and when there are objections raised as to the teaching of consumer education in the schools.
4. To serve as an advisory committee and a sounding board to the public schools in this subject area.

We hope to incorporate the following guidelines in working with this advisory committee:

1. Involve others at the planning level. This implies a knowledge of available resources.
2. Have a framework ready for presentation for consideration so that best use can be made of the individual's or group's time.
3. Enlist the dynamic leadership and expertise to be found in such groups as industry and labor. Educators can gain much from their special knowledge.
4. Keep an open mind and forget past differences. There are many ways of approaching a problem.
5. Avoid criticism of other organizations and agencies also trying to help families. They can handicap future team efforts.
6. Minimize professional jargon. It can be irritating to others who are not in the same profession.
7. Listen as well as talk. Cooperation and communication can only occur on a two-way street.

8. Give credit where it belongs.
9. Encourage others in such a way that they feel their ideas and contributions are being used.
10. Keep those involved informed of progress or lack of it.
11. Enlist the help of public relations personnel to inform the public of local, state, and national programs.
12. Be patient. Remember when working with others it is likely to take more time than when working alone. But it is worth it in educational endeavors.

Some groups with whom home economics educators work cooperatively at national, state and/or local levels are:

Council on Family Relations
 Council on Children and Youth
 Child Conservation Leagues
 Preschool Associations
 Planned Parenthood
 Parent Teacher Associations
 Y. M. C. A.
 Y. W. C. A.
 March of Dimes
 A. A. U. W.
 Council of Jewish Women
 Metropolitan Housing Authority
 Cooperative Extension
 Day Care Centers
 Parent Cooperatives
 Child Welfare
 Public Health
 Departments within Educational
 Institutions

Community Planning Councils
 Urban Renewal
 Model Cities
 Office of Economic Opportunity
 Better Business Bureau
 Legal Associations
 Organized Labor
 Consumer Associations
 Community Service Agencies
 Junior League
 Business and Industries
 Hospitals
 Medical Colleges
 Medical Associations
 Mental Health Associations
 Churches
 Public Libraries
 Mass Media -- TV, Press, Radio

The following is a list of objectives which we feel are pertinent information for all members of the committee: (Well-written objectives should say three things -- what will a student be able to do, under what conditions will he be able to do it, and to what extent can he do it.)

Education is a continuing process:

1. In helping individuals to become more effective member of their present families,
2. In helping people prepare themselves for and develop competence in their approaching marriages and new family patterns,

3. In helping individuals develop a sense of responsibility for participation and competence in our democratic society,
4. In helping the family develop strengths as a unit and as a creative force in civilization.

Also, the following factors are some of the concerns which have come to our attention with even greater forcefulness than ever before:

1. Poor diets, poor health, poor relationships among family members, and consequent lack of motivation are primarily responsible for the failure of children in school.
2. Illiteracy of homemakers is responsible for much of their inability to manage their resources. They cannot afford to make mistakes, but their lives reflect a series of mistakes.
3. There are many people not getting welfare aid of any kind who are too proud to ask for help.
4. The problems of poor people will never be solved until we find a successful way of limiting the size of families.

As professionals working to better family life, we need to consider new resources available which might share our concern and our responsibility in teaching others how to help themselves.

APPENDIX C

PUPIL NEEDS

1. Need for Activity
2. Need for Aesthetic Satisfaction or Developing Appreciation
3. Need for Assurance of Maturity
4. Need for Consumer Information
5. Need for Creative Experience
6. Need for Cultivating Leisure Time Activities
7. Need for Intelligent Self-Direction
8. Need for Physical and Mental Health
9. Need for Satisfying Curiosity
10. Need for Security
11. Need for Self-Assurance
12. Need for Social Participation
13. Social Recognition
14. Variety of Personal Interests
15. Vocational Orientation
16. Developing a Working Philosophy
17. Understanding One's Work and Seeing Relationships in it
18. Orientation to the Classroom Situation
19. Belonging to a Group
20. Attention
21. Solving Personal Problems
22. Functional Information
23. Genuine Success Experiences
24. Opportunity for Expression in a Variety of Nonverbal Media
25. Carrying through a Purposeful Activity Completely.
26. Knowledge of Status and Progress of Others

APPENDIX D

SUMMARY OF THREE MONTHS WORK ADULT EDUCATION WITH COMMUNITY AGENCIES IN SCHOOL DISTRICT I

COMMUNITY AGENCIES		NATURE OF SERVICES RENDERED						
		Consumer Education	Feeding Family	Clothing Family	Child Development	Family Relationship	Health Home Care of Sick	Housing Family
Churches					X		X	X
P T A		X	X	X	X	X	X	X
State Welfare Department						X		
O E O		X	X	X	X	X		
Adult Basic Education		X			X	X		
Girl Scout Leaders		X				X		X
Camp Fire Girl Leaders						X		
University Child Development Department			X	X	X			X
Salvation Army				X				
City Health Department			X	X	X	X	X	X
American Red Cross						X	X	
Aircraft Services						X	X	
Employment Commission	X				X	X		
March of Dimes						X	X	
Organization of United Community Centers	X			X	X	X		X
Pre-school Parent Groups	X		X	X	X	X	X	X
Business and Professional Women		X	X	X	X	X	X	X
Home Economics Organization	X		X	X	X	X	X	X
American Cancer Society							X	
American Heart Fund							X	
Children's Medical Center	X		X	X	X	X	X	X
Women in Community Service	X					X		
Community Action Program	X		X	X		X		X
Chamber of Commerce	X					X		X
County Extension Office	X		X	X	X	X	X	X
Firemen's Organization							X	X
Alcoholism Center						X	X	

APPENDIX E



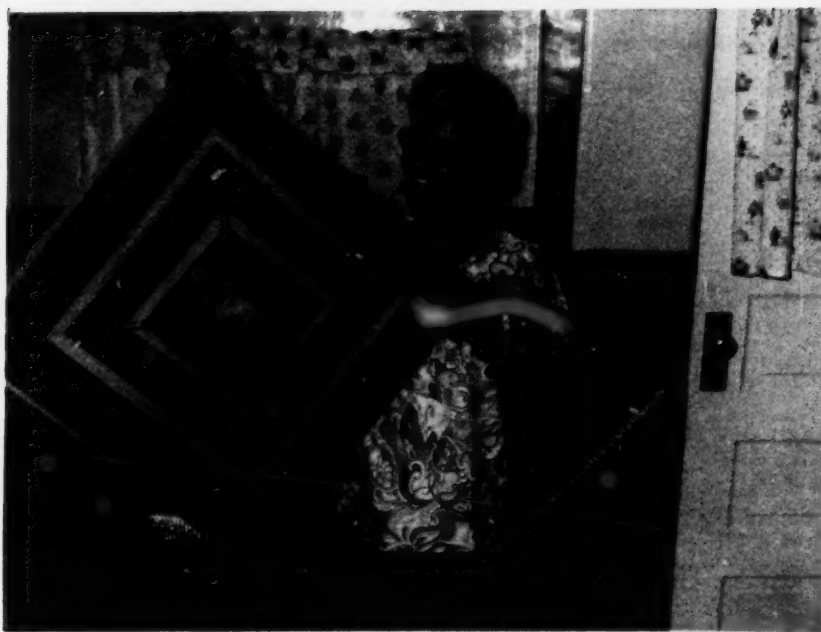
These daughters patiently help their mothers in seeing that the sleeves to their dresses are stitched in neatly. The girls were in Home and Family Living Classes.



CLASS ACTIVITIES

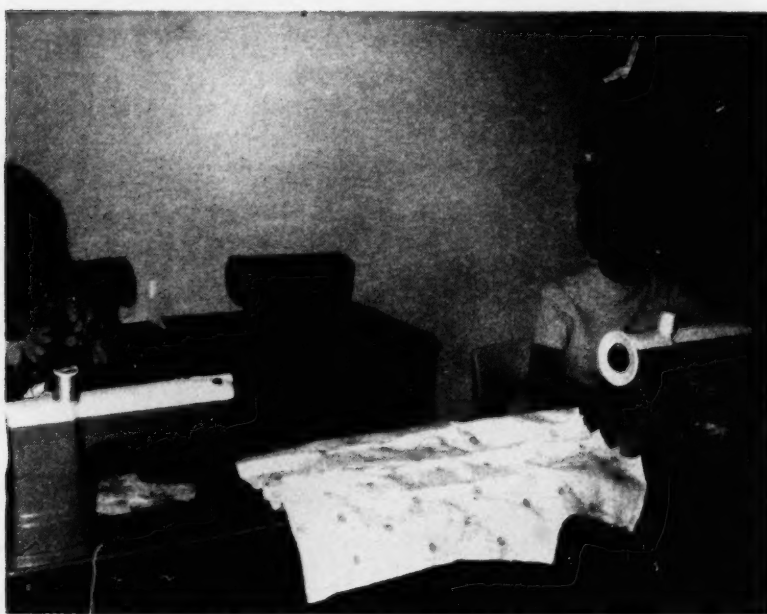


ACCOMPLISHMENTS

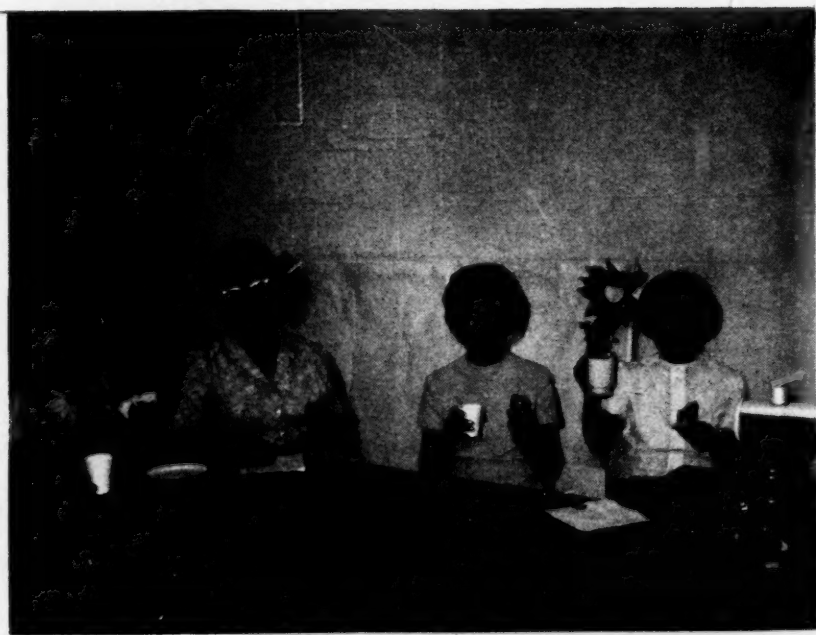




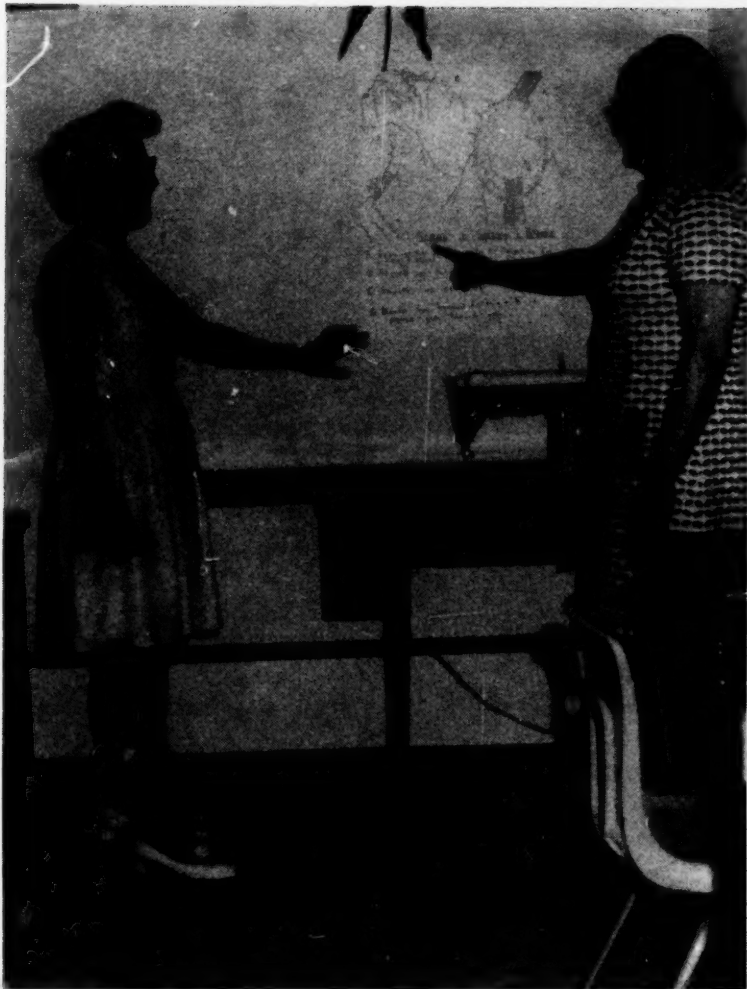
The picture above refers to Evaluation No. 9.



Clothing Construction was one of the highest interests in the Adult Education Class. The ladies also learned how to alter and repair clothing items.



These ladies are ready to plan the construction of a second garment. The lady to the extreme right, proudly displays a sweet potato plant that she won as a door prize. By the end of the class, each lady had received a sweet potato plant as a door prize.



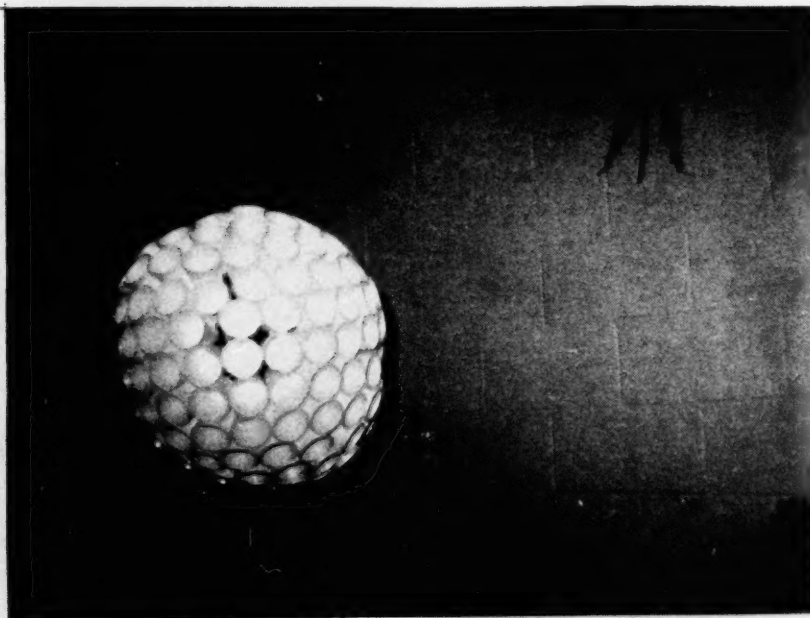
This picture refers
to Evaluation No. 1



Above, Louanna Rodriguez, student teacher. In the background is one of the posters that she made for advertising.



Mrs. Cecelia Gallegos,
Instructor for the
Adult Class and her
daughter, Barbara.
Barbara was a fervant
visitor who learned
how to crochet.



Louis Garcia, high school student, demonstrated
to the adult class on how to make an inexpensive
playroom light. This light cost \$3.12.

APPENDIX F

EXPENDITURES FOR CONSUMER EDUCATION
ADULT EDUCATION

\$ 15.77	Film (Pictures)
48.88	Books and Supplies
1.63	Items for Making Lamps
65.00	Laboratory Expenses mostly Food Items
32.50	Typing
39.00	Research Class (Fee)
35.00	Teacher Aide
15.80	Sewing Materials
351.00	Salary
\$ 610.24	Grand Total

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